 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Lydia Kinney **Date of Lesson:** One

**Grade Level:** 9 **Topic:** Narrative Writing

**Objectives**

**Student will understand that** literary elements are key components to exceptional writing.

**Student will know** vocabulary: Plot, Conflict, Foreshadowing, Irony, Tone/Mood,  
Symbolism, Theme, Imagery, Figurative Language, Characterization.

**Student will be able to** apply specific literary elements to their own compositions.

**Maine Learning Results Alignment**

**Maine Learning Results: English Language Arts B Writing  
B2 Narrative  
Grades 9-Diploma  
Students embed narrative writing in a written text when appropriate to the audience and purposes.**  
a. Use diction, syntax, and tone to create a distinctive voice.  
b. Organize ideas in a logical sequence with effective transitions.

**Rationale:** This lesson provides students with an understanding of the tools that they will need to incorporate in their writing.

**Assessment**

**Formative (Assessment for Learning)**

Students will fill out a KWL chart. This will allow them to see what they know and write what they want to know. After it will let them see what they have learned. Students will do this as a class.

**Summative (Assessment of Learning)**

The content of student blogs will be graded using a rubric.

**Integration**

Technology: Students will post their literary elements in a team blog to create a database of information.

**Groupings**

Students will then group together in teams and share their definitions in a "jigsaw" activity. Each team member will contribute what they have discovered while researching their pre-assigned literary elements. After sharing, students will then post their definitions on a team blog .

**Differentiated Instruction**

**Strategies:**

**Verbal** - Students will be able to write down all of their ideas and findings and also post them in a

blog.   
 **Visual** - The graphic organizer will enable spatial learners to organize their ideas.  
 **Interpersonal** - The students will work in groups during the "jigsaw" activity.  
 **Intrapersonal**- Students will have alone time to research their specific literary elements.  
 **Kinesthetic**- Student will be working on their computers to research.  
 **Logical** - Clearly defining an abstract idea will help logical learners.

**Modifications/Accommodations:**

\****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.***

***Absent Students***  
If students are absent (excused or unexcused) they are responsible for seeing me before the next class to get the assignments. They will still need to contribute to their team’s blog with their own information as soon as possible.

**Extensions**

Students will apply the information using blogs to create a data base of information that they will be able to refer to later on (Type II Technology).

**Materials, Resources and Technology**

Day 1  
Blogger Accounts  
Papers with literary elements on them  
Groups Assigned  
Computers (wireless internet)  
KWL charts  
Syllabus  
Link to YouTube video prepared

**Source for Lesson Plan and Research**

Blogs- Blogger.com  
Graphic Organizer- <http://www.eduplace.com/graphicorganizer/>  
Group Activity- <http://edtech.kennesaw.edu/intech/cooperativelearning.htm#activities>

YouTube- Present the youtube.com video of a hyperbole <http://youtube.com/watch?v=v7FZgqgnK20>

**Maine Standards for Initial Teacher Certification and Rationale**

* ***Standard 3 - Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, social, and cultural development.***

**Rationale**:

This lesson meets the Maine Standards for Initial Teacher Certification by grouping students in collaborative settings. Also it provides students a chance to use technology. This lesson provides students with structured directions.

* ***Standard 4 - Plans instruction based upon knowledge of subject matter, students, curriculum goals, and learning and development theory.***

**Rationale**:b. Organize ideas in a logical sequence with effective transitions.

This lesson meets the Maine Standards for Initial Teacher Certification because it provides students with cooperative learning opportunities such as the team blog.

* ***Standard 5 - Understands and uses a variety of instructional strategies and appropriate technology to meet students’ needs.***

**Rationale**:

This lesson meets the Maine Standards for Initial Teacher Certification because it incorporates **Verbal** students who will be able to write down all of their ideas and findings and also post them in a blog. **Visual** students will be able to use the graphic organizer and will enable spatial learners to organize their ideas. **Interpersonal** students will work in groups during the "jigsaw" activity. **Intrapersonal** students will have alone time to research their specific literary elements. **Kinesthetic** students will be working on their computers to research. **Logical** students will be able to clearly define abstract ideas.

* ***Standard 8 - Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.***

**Rationale**:

This lesson meets the Maine Standards for Initial Teacher Certification by assessing students who will be assessed in a class previous to the start of the unit via a KWL chart. During class students will be observed as a formative assessment. Student’s blogs will be graded using a rubric for a summative assessment.

**Teaching and Learning Sequence:**

Students will come into class. They will be broken up into pre-determined teams of four and will be seated accordingly. This lesson will be an introduction to the unit and students will build the vocabulary foundation that they will need to begin writing narratives.

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| **Agenda:** KWL charts  Describing Wheel  Groups Syllabus Video Literary Elements Research Jigsaw Clarifying questions Blog Setup Homework assignment |
| In this lesson students will learn that organizing their thoughts and ideas in a logistical sequence will enable them to develop successful narratives. The real life connection in this lesson is that students will discover that organizing their thoughts and ideas in a logistical sequence will enable them to develop successful narratives. At the start of class I will give each student a syllabus of the course and present a video from YouTube.com (<http://youtube.com/watch?v=v7FZgqgnK20>). The syllabus will explain my expectations of work, and behavior (see attached). It will also explain the purpose of the unit. We will read and discuss the syllabus as a class. The YouTube.com video is a short clip explaining what a hyperbole is. (20 minutes)  **Where, Why, What, Hook, Tailor: Visual, Logical, Verbal** |
| Students will all participate as a class in creating a KWL chart as a pre-assessment (see attached).  Each team member will be given two literary elements to define. Students will work as individuals while they research and study each literary element that they are given. Students will take notes and write ideas about each element. After students will organize their ideas on a describing wheel (graphic organizer). Students will then share their definitions with their teammates in a jigsaw activity(see attached). (40 minutes)  **Equip, Explore, Rethink, Tailor: Interpersonal, Visual, Logical, Intrapersonal, Interpersonal, Kinesthetic** |
| There will be time provided for students to ask me clarifying questions as a class. After clarifying questions homework will be assigned and students will learn how to log into their blogs. For homework students will post their definitions on their team blog. This will be the start of a resource that they will use throughout the semester (20 minutes).  **Explore, Experience, Rethink, Revise, Refine, Tailors: Interpersonal, Verbal** |

The content of their blog will be graded using a rubric that will be provided for them before they leave the classroom.

**Evaluate, Tailor: Logical, Intrapersonal, Verbal, Visual**

**Reflection:**